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## **PSYCHO-PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF SELF-EFFICACY IN YOUNG ATHLETES AT THE INITIAL STAGE OF TRAINING**

**Abstract:** The relevance of the study is connected with the study of the phenomenon of self-efficacy in sports. Having studied foreign and Russian literature, the authors found that self-efficacy is the belief of a person in the ability to successfully act in a given situation, the belief in the success of these actions, which is accompanied by a choice of more complex tasks, setting difficult goals and showing perseverance in achieving them. The data of foreign studies have shown that the evaluation of the effectiveness of their own activities begins from the age of 9 when there is a need to create conditions that will ensure the development and promotion of self-efficacy in young athletes. Approaches to the problem of self-efficacy are dealt with by such authors as Bulynko N.A., Mamedov J.E., Kellman, M., Eberspaecher H. and others. This article presents the results of the development of self-efficacy in young athletes. The study was conducted on the basis of the sports club «Stimulus» in the town Mikhailovsk, Sverdlovsk region. The necessity of special psychological and pedagogical work of the coach with young athletes is proved. The authors have worked out the recommendations for coaches and parents to improve self-efficacy of young athletes.

**Keywords:** self-efficacy, young athletes, motivation, self-esteem.

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## **ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ САМОЭФФЕКТИВНОСТИ У ЮНЫХ СПОРТСМЕНОВ НА НАЧАЛЬНОМ ЭТАПЕ ПОДГОТОВКИ**

**Аннотация:** Актуальность исследования связана с изучением феномена самоэффективности в спорте. Изучив литературу зарубежную и отечественную, авторы выявили, что самоэффективность – это убеждение человека в способности успешно действовать в той или иной ситуации, вера в успех этих действий, которая сопровождается выбором более сложных задач, постановкой трудных целей и проявлением упорства в их достижении. Данные зарубежных исследований показали, что оценка эффективности собственной деятельности начинает складываться с 9 лет, поэтому именно с данного возраста возникает необходимость создания таких условий, которые обеспечат развитие и стимулирование самоэффективности у юных спортсменов. Подходы к проблеме самоэффективности раскрываются такими авторами как Булышко Н.А., Мамедова Ю.Э., Келлман М., Эберспедер Х. и другими. В данной статье представлены результаты развития самоэффективности у юных спортсменов-легкоатлетов. Исследование было проведено на базе спортивного клуба «Стимул» г. Михайловск, Свердловской области. В нем приняли участие юные спортсмены-легкоатлеты 9-11 лет, более 15 человек. Доказана необходимость проведения специальной психолого-педагогической работы тренера с юными спортсменами легкоатлетами. Разработаны рекомендации для тренеров и родителей по повышению самоэффективности юных спортсменов.

**Ключевые слова:** самоэффективность, юные спортсмены легкоатлеты, психолого-педагогические условия.

In modern sport there are high requirements not only to the physical training of athletes, but also to the mobility of thinking and behavior that affect the achievement of high results and the success of the athlete. There is a need to study self-efficacy as an important element that determines the improvement of the quality of an athlete, his achievements, the ability to evaluate themselves and their results, as well as, as a consequence, competitiveness.

Self-efficacy is the belief of a person in the ability to perform successfully in a given situation, the belief in the success of these actions, which is accompanied by the choice of more complex tasks, setting more difficult goals and manifestation of perseverance in achieving them.

The purpose of the study was to analyze the approaches to the study of self-efficacy of athletes and the development and implementation of psychological and pedagogical programs for the formation of self-efficacy in young athletes at the stage of initial training.

According to foreign researchers, the evaluation of the effectiveness of their own activities begins to develop from the age of 9. From this age there is a need to create such conditions that will ensure the development and stimulation of self-efficacy in young athletes.

The theoretical foundations of self-efficacy were first laid by a Canadian scientist A. Bandura. This author believes that there are four main sources of information that contribute to the belief in human self-efficacy: past experience of achievements, modeling (observation of others), belief, physiological and emotional state. Approaches to the problem of self-efficacy were studied by Bulynko N.A., Mamedova Y.C., Kellman, M., Eberspaecher H. and others.

Bulynko N.A. offers a program to improve self-efficacy in sports, which includes the following components: creation of a model of training and competitive activities; settings in verbal form (verbal beliefs); self-regulation skills; participation in competitions of various levels. Mammadova Yu.E. found the relationship of self-efficacy with some personal factors (for example, with the level of normative behavior). Kellman M., H. Eberspaecher H. in their work «Methods of optimization of self-efficacy in sports» indicate the importance of such components of self-efficacy of athletes as: prediction (forecasting) of training results, open prediction of training results, prediction of training results with a time delay. Jolly D., McCready K. and others developed a seminar for young players of professional leagues on the development of self-efficacy called «My future today» (MFT), which included such techniques as

identifying the strengths of the individual, a story about themselves in 30 seconds, etc.

The experimental study was conducted on the basis of the sports club «Stimulus» Mikhailovsk, Sverdlovsk region. The study involved more than fifteen 9-11 year-old athletes.

During the organization of training and competitive process the trainer used the following methods of work: assessment of training and competitive activity of athletes (feedback) in points; methods of self-tuning and self-regulation.

Evaluation of individual indicators of training and competitive activity in points allowed to evaluate the self-efficacy of the work performed by young athletes. Tasks were developed for independent work, which included an assessment of the dynamics of the development of a physical quality.

The results of psychological characteristics of young athletes before and after the experimental work were evaluated using psychodiagnostic methods.

The results of the study revealed the effectiveness of the work, which was expressed in the individual growth of physical qualities of young athletes and sports results, as well as in the formation of self-confidence.

The increase in self-esteem in young athletes was noted both in physical indicators and personal qualities. This is due to the fact that young athletes had learned to highlight the characteristics that are most important in their chosen sport, to realize that their result is a consequence of their efforts, i.e. primarily from how they work in training, as well as from independent training. During the lessons young athletes began to form motivation to succeed, they began to accept difficulties and strive to overcome them, which had a positive impact on improving self-efficacy.

The study showed that the development and use of special psychological and pedagogical conditions in the work of the coach ensures the development of self-efficacy in young athletes.

Recommendations to improve self-efficacy in young athletes are as follows:

- to create conditions for experiencing their own success in training and competitive activities;
- to use verbal persuasion that involves emotional support, belief in their abilities, approval, and positive evaluation;
- to promote learning by observing other people who are successful in doing so;

- to maintain a positive psychological and emotional state during training and competitions;
- to actively use the methods of self-regulation of behavioral and emotional manifestations;
- to provide organized mutual assistance and mutual support in the context of joint activities.

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